

**K**

SCIENCE PARENT GUIDE – UNIT 3 1111

|  |  |
| --- | --- |
| ***IMPORTANT CONCEPTS YOUR STUDENT SHOULD KNOW AND ACTIVITIES TO DO AT HOME*** | |
| **The Day and Night Sky** | |
| **DESCRIPTON** | |
| In this unit, students will wonder why things move or change location in the sky and note the various patterns in their movement (e.g., the sun and the moon appear and disappear in the sky). Students will perform the following science and engineering practices to help make observations about time patterns. | |
| **KEY WORDS TO KNOW** | |
| * **Sun**- the star that gives light and heat to Earth * **Night**- the time between sunset and sunrise, when it is dark outside * **Day**- the time between sunrise and sunset, when it is light outside * **Sky**- higher area above the ground * **Moon**-the huge ball of rock travels around Earth * **Stars**-objects in the sky that give off light * **Sunlight**- light energy from the Sun * **Revolve**- to move around another object in a circular motion * **Sunrise**-the rise of the Sun above the horizon in the morning * **Sunset**-the downward motion of the Sun below the horizon in the evening | **AT HOME VOCABULRY STRATEGIES**  1. Read aloud with your child.  2. Use vocabulary words in daily conversations.  3. Build a word wall or window.  4. Play simple vocabulary games.  5. Relate words to real life experiences  http://1.bp.blogspot.com/-QOn2S_p5PU8/Vg5eWgC54BI/AAAAAAAAPuU/lQnA-gp1UkM/s640/vocabulary.png |



**K**

SCIENCE PARENT GUIDE – UNIT 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommended Children’s Literature (Available at your local public library or Amazon).**  *Good Day, Good Night. By Loren Long*  *What Makes Day and Night. By Franklyn M. Branley*  *Night and Day. By Sian Smith*  *Day and Night. By Robin Nelson* | | | |
| **The Day and Night Sky** | | | |
| **Important Concepts**  **Addressed in this Unit** | **Sample Problems** | | **How You Can Help Your Child** |
| **Georgia Standards of Excellence**   |  | | --- | | **SKE2. Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.**  a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both.  b. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words. (Clarification statement: Students are not expected to understand tilt of the Earth, rotation, or revolution.) |   **Science and Engineering Practices**   * Obtain, evaluate and communicate information. * Develop and use models * Ask questions   **Crosscutting Concepts**   * Patterns   **Core Idea**   * Day and Night Sky | Which question below would the sun be the only answer?     1. What object can only be seen in the day sky? 2. What object can only be seen in the night sky? 3. What object cannot be seen in the sky during the day or night?   What does the model show?     1. How the Earth rotates to have day and night. 2. The moon moving around the sun. 3. The Earth shining light on the sun. | | **Online Literature**  Day and Night - <https://www.storyjumper.com/book/index/6531532/Day-and-Night>  **Videos**  Day and Night - <https://www.youtube.com/watch?v=Wr-CRKsTYGs> |
| **Georgia Standards of Excellence Science Standards**  **Students are expected to perform the practices while learning the content and understanding the crosscutting concepts.** | | | | | |
| **Science and Engineering Practices**  Students can use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.  **Crosscutting Concepts**  Provide students with connections and intellectual tools that are related across the differing areas of disciplinary content and can enrich their application of practices and their understanding of core ideas  **Core Ideas**  Core ideas cover the four domains: physical sciences, earth and space sciences, life science, and engineering and technology. | | |  | | |